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ABSTRACT

The purpose of this study was to evaluate the reliability of a motivational/attitudinal questionnaire developed for use with francophone students, and to assess the relation of attitudes and motivation to achievement in English. A secondary aim was to evaluate the relation of the context of second language acquisition to attitudes and achievement. The subjects in this study were 130 grade seven and eight students who were learning English as a second language. The results demonstrate that in general the attitudinal and motivational scales are reliable; that attitudes, anxiety and motivation are related to achievement in the second language; and that context of English acquisition has an effect on verbal English achievement but not on attitudes. (Author)

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ATTITUDES AND MOTIVATION IN SECOND LANGUAGE ACQUISITION: AN INVESTIGATION OF ONTARIO FRANCOPHONES[1]

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Abstract

The purpose of this study was to evaluate the reliability of a motivational/attitudinal questionnaire developed for use with francophone students, and to assess the relation of attitudes and motivation to achievement in English. A secondary aim was to evaluate the relation of the context of second language acquisition to attitudes and achievement. The subjects in this study were 130 grade seven and eight students who were learning English as a second language. The results demonstrate that in general the attitudinal and motivational scales are reliable, that attitudes, anxiety and motivation are related to achievement in the second language and that context of English acquisition has an effect on verbal English achievement but not on attitudes.

Introduction

Considerable research has indicated that two factors, language aptitude and motivation, are associated with achievement in a second language. The original investigation by Gardner and Lambert (1959) made use of a factor analytic approach and isolated two independent factors related to second language achievement. One of these was defined primarily by indices of aptitude and intelligence, supporting the conclusion that second language proficiency is related to individual differences in language aptitude (Carroll, 1962). The second factor revealed that attitudes toward French Canadians, a strong motivation to learn French, and an "integrative orientation" (defined as an interest in learning French in order to eventually become like valued members of the second language community) were also related to proficiency in French. In 1961 (see Gardner and Lambert, 1972), Gardner and Lambert attempted to replicate these findings in an American setting. The regions selected were a community in Louisiana, another in Maine, and a third in Connecticut. The results of these studies were consistent with the previous study in that two independent factors were found in each setting to be related to achievement in French, an intelligence-aptitude and an attitudinal-motivational factor.

Gardner (1966) interpreted the relationship between the attitudinal/motivational variables and second language achievement by hypothesizing that the successful acquisition of a second language is dependent upon an Integrative Motive. The Integrative Motive differs from the integrative orientation in that the former includes attitudinal and motivational properties, while the latter refers only to the students' reasons for studying French. In a series of studies, Gardner and Smythe (1975) found that the integrative motive was associated with two aspects of the student's second language acquisition behavior. First, similar to previous findings, the Integrative Motive was found to be associated with the student's success in French. Second, this motive was shown to be related to the student's reenrollment in the French course when it was optional.

These studies involved learning French as a second language; however, Clément, Gardner and Smythe (1976) recently conducted a study of French students in Montreal learning English as a second language. The attitudinal-motivational scales used by Gardner and Smythe (1975) were "conceptually translated" by Clément, Smythe and Gardner (in press). In addition to assessing the relationships among motivation, attitudes and achievement, that study was also concerned with assessing the internal consistency reliability of the scales. Their conclusions were that most of the scales evidence an appreciable degree of internal consistency in that the Kuder-Richardson/20 coefficients were greater than .75.

The attitude and motivation variables were factor analysed together with indices of achievement in English and an index of intelligence. The results of this analysis were remarkably comparable to those obtained previously with anglophone students learning French as a second language. Achievement in English was related to both the individual's aptitude (i.e., his intelligence) and motivation to learn the language. Motivation was found, however, to involve two components. First, in line with previous results and theorizing, motivation was associated with attitudes, consistent with an Integrative Motive. Second, unlike prior findings, motivation was also associated with a lack of anxiety when speaking English and prior experience with English. This study, therefore, suggested that an additional motivational factor might be present among francophones. Both an Integrative Motive and a factor which was labelled as self-confidence with English seem related to individual francophone's motivation to learn English as a second language.

Obviously this study must be replicated with different francophone students learning English as a second language in different situations in order for any generalizations to be made. The present study was therefore undertaken in an attempt to replicate these findings on a sample of franco-Ontarians learning English as a second language. Francophones living in Ontario where English is the language of the majority might evidence different processes than those found for francophones living in Quebec. The only related study involving francophones from Ontario appears to be that reported by Gagnon (1973) who studied the attitudes of French Canadian students learning English as a second language in three provinces of Canada. Gagnon (1973) found that in Quebec, the individual's attitude toward learning English was related to such variables as age, sex, geography and ethnic composition of various regions, while no such findings were obtained for the Ontario or New Brunswick samples. Gagnon attributed this lack of significant results to various causes: the weakness of the scales, the unrepresentativeness of the samples, and the perception of the Ontario and New Brunswick students that English was not a second language. Clearly, therefore, it seems reasonable to hypothesize that the results obtained with a francophone sample in Ontario might not be comparable to those obtained with a similar sample from Quebec.

The present study was conducted with three aims. First, it was deemed necessary to assess the reliability of the French version of the attitudinal and motivational scales as well as the reliability of the new scales introduced in the present study with a sample of franco-Ontarians. Second, it was felt desirable to determine the relationships among measures of motivation, attitudes, and achievement in a second language for a franco-Ontarian sample of students. Third, it seemed important to investigate the relation of second language acquisition contexts (at home, at school, with friends) to language achievement attitudes. This latter aim was stimulated, in part by MacNamara's (1973) hypothesis that homes and streets produce 'natural'

language whereas schools produce 'artificial language', and in part by Gagnon's (1973) findings which suggest that language acquisition contexts might influence learners' attitudes toward various aspects associated with second language acquisition.

Method

Subjects

The subjects for this experiment were students in grades seven and eight in a French elementary school in Verner, Ontario.

Seventy-six of the students were in grade eight (34 males and 42 females), and fifty-four of the students were in grade seven (28 males and 26 females). All subjects had studied English for at least six years prior to this investigation.

Materials

The questionnaire developed by Clément, et al. (in press) was used in this study. Some modifications were made when it was felt that the vocabulary might be too difficult for the subjects being tested or when the original questions were irrelevant to the situation in Ontario. The items in each scale were randomly distributed in the questionnaire.

The test battery was composed of Likert, semantic differential, multiple choice and self-rating scales. The Likert scales were made up of statement expressing a belief concerning the target variable. The subjects answered these Likert scales by circling one of the seven answers appearing after each statement. The answers were: 'J'approuve fortement' (I strongly agree), 'J'approuve légèrement' (I mildly agree), 'J'approuve très légèrement' (I very mildly agree), 'Je n'ai pas d'opinion' (I have no opinion), 'Je désapprouve très légèrement' (I very mildly disagree), 'Je désapprouve légèrement' (I mildly disagree), 'Je désapprouve fortement' (I disagree completely). Two concepts were evaluated by means of semantic differential scales, defined at the extremities by descriptive bi-polar adjectives. The subjects assessed the concepts by selecting one point along a seven-point scale, in line with the method proposed by Osgood, Suci and Tannebaum (1957). The subjects answered the multiple choice scales by circling one of the alternatives which best expressed their feelings towards the preceeding incomplete statement.

Two general classes of indices of English achievement were also obtained. First each student was asked to evaluate his own competence in writing, understanding, reading and speaking English on four seven-point scales. Second, the teachers evaluated the students' performance in English on a seven-point scale ranging from 'excellent' to 'weak'. The following is a brief description of each variable.

1. Sex of the Subject (males coded 1, females coded 2).

The following eight variables were assessed using a Likert scale format.

2. English Class Anxiety. This scale consists of five items which describe classroom situations in which a student might feel anxious or uncomfortable when speaking English. A high score (maximum=35) indicates that the English class arouses anxiety.
3. Attitudes toward English Canadians. This scale consists of ten positively worded items about English Canadians. A high score (maximum=70) indicates favorable attitudes toward English Canadians.
4. Interest in Foreign Languages. A scale consisting of ten items reflecting an interest in learning or knowing a foreign language was used. A high score (maximum=70) indicates a high degree of interest in foreign languages.
5. Degree of Integrativeness. This scale is comprised of four items which emphasize the importance of learning English in order to promote interaction and shared cultural experiences with English Canadians. A high score (maximum=28) indicates that subjects endorse the study of English for integrative reasons.
6. Degree of Instrumentality. In this scale the subjects are presented with four items which stress the importance of learning English for utilitarian reasons. A high score (maximum=28) indicates that subjects endorse the study of English for instrumental reasons.
7. Parental Encouragement. This scale employs ten items which demonstrate the degree to which students perceived their parents as encouraging them to learn English. A student's perception of parental encouragement is indicated by a high score (maximum=70).
8. Attitudes toward Learning English. This scale consists of five positively worded items and five negatively worded items. A high score (maximum=70) is indicative of a positive attitude toward learning English.
9. English Use Anxiety. This scale consists of four positively worded items and four negatively worded items. The subject's anxiety or discomfort when speaking English in real-life situations is reflected in a high score (maximum=56).

Semantic Differential Scales

The concepts "English Course" and "English Teacher" were each evaluated on 25 semantic differential scales. For each concept, the 25 scales were grouped to form four subscales related to specific aspects of that concept.

10. English Course - Evaluation. A high score (maximum=70) on this part means that students evaluated their course highly.
11. English Course - Interest. A high score (maximum=35) on this part indicates that the student considered the course interesting.

12. English Course - Utility. A high score (maximum=35) on the utility dimension means that the student considered the course useful.
13. English Course - Difficulty. A high score (maximum=35) on this scale indicates that the student found the course difficult.
14. English Teacher - Evaluation. A high score (maximum=70) on this scale signifies that the student evaluated the teacher positively.
15. English Teacher - Competence. A high score (maximum=35) on this scale is perceived as signifying that the student perceived the teacher competent in teaching English.
16. English Teacher - Rapport. If the student rated the teacher high on this scale (maximum=35) it suggests that the student had a good rapport with the teacher.
17. English Teacher - Inspiration. This scale produced an index of the degree of inspiration provided by the teacher. A high score (maximum=35) reflects a high degree of inspiration.

The following three variables were assessed using a multiple choice format.

18. Motivational Intensity. This scale consists of ten multiple choice items which evaluate the quantity of work the student reports that he put forth in the study of English. A high score (maximum=30) on this scale indicates that the student expends considerable effort in the study of English.
19. Desire to Learn English. This scale consists of ten multiple choice items evaluating the desirability of learning English. A high score (maximum=30) indicates that the student perceived learning English as a worthy goal.
20. Orientation Index. This scale consists of an incomplete proposition followed by four alternatives for which the student choses the alternative which best describes his reasons for studying English. Two of the items emphasize instrumental aspects, while two others emphasize an integrative orientation. Students selecting an instrumental reason obtained a score of 1 while students selecting an integrative reason obtained a score of 2.
21. Frequency of Use. This scale was not originally part of the Clément, et al. (in press) battery and was added in order to assess the student's use of English in a number of situations such as in stores, on the telephone, with English speaking people of his own age, and in watching television, listening to the radio and reading English novels. Each of eight situations were rated on a seven-point scale defined at one end by 'jamais' (never) and at the other end by 'tout le temps' (always). A high score (maximum=56) on this scale indicates that the student frequently makes use of the English language in a variety of situations.

Self-rating Scales

Variables 22-25 involved students' ratings of their proficiency in writing, understanding, reading and speaking English. Each of the four skills was rated on a seven-point scale defined at one end by 'pas du tout' (not at all) and at the other by "couramment' (fluently). A high score (maximum=7) indicates a positive self-evaluation. These variables are:

22. Writing - Self-rating.
23. Understanding - Self-rating.
24. Reading - Self-rating.
25. Speaking - Self-rating.

Teacher Ratings

Variables 26-28 are the teacher ratings of the students on their written and oral ability in English as well as their enthusiasm to use the English language. This was measured by means of a seven-point scale defined at one end by 'excellent' and on the other end by 'faible' (weak). Points in between were: 'passable' (passing) and 'assez bien' (good). The remaining two points were intermediate spaces.

26. Teacher Rating - Writing English.
27. Teacher Rating - Speaking English
28. Teacher Rating - Enthusiasm to make use of the English language.
29. Grade in English. This mark was obtained from the student's grade in English on a set of exams administered by the English teacher in November of 1975.
30. Context of English Language Acquisition. The students were asked to indicate where they had primarily learned English, at home, at school, or with friends.

Procedure

The experimenter read the general instructions as well as the instructions to the Likert, semantic differential and multiple choice scales to each of five classes of students before they answered the test battery. The subjects were informed that they had one hour to complete the questionnaire. The teachers preferred to remain in the class while the subjects were answering the questionnaire.

Results and Discussion

The results presented here involve three different facets, the internal consistency reliability of the various tests administered, the factor structure of the relationships among the measures, and the relationship between different language acquisition contexts and the various measures. Each of these aspects are presented in the three sections that follow.

Reliability of the Measures

One purpose of this study was to document further the internal consistency reliability of the Clément, et al. (in press) attitude and motivation scales related to the learning of English as a second language in an Ontario setting. Kuder-Richardson/20 reliability coefficient (K-R/20) were computed for both the grade seven and eight samples for 19 of the scales used. Other items in the questionnaire were single item tests which do not permit calculation of the K-R/20 reliability coefficients. The coefficients were then compared with those obtained by Clément, et al. (in press) for a grade 10 sample. These reliability coefficients are given in Table 1.

Insert Table 1 About Here

The K-R/20 reliability coefficients for grade seven range from .49 to .82 with a median of .77. Only four of the nineteen scales obtain reliability coefficients less than .70. One of these is the measure of instrumentality which also evidences low reliability in the Clément, et al. (in press) study. The other three scales with low reliability are English Use Anxiety, English Teacher - Rapport, and English Teacher - Inspiration.

The K-R/20 reliability coefficients for grade eight vary from .35 to .93 with a median of .82, with only two less than .70. The two scales evidencing low reliability coefficients are the Instrumentality and Integrativeness scales.

It can be seen in Table 1 that the K-R/20 coefficients for the grade 10 students of the Clément, et al. (in press) study are generally greater than those obtained in the present study. The K-R/20 values for grade 10 range from .45 to .93 with a median of .86. The difference in age might explain the differences in magnitudes of these coefficients. It seems plausible that grade 10 students found the questionnaire somewhat more relevant and understandable than the younger students since they have at least two years more education. It could also be that the terminology of the questionnaire is more familiar to students in Quebec than it is for students in Ontario. Of particular interest is the fact that the instrumentality scale failed to show internal consistency as was reported in the Clément, et al. (in press) study. It may be, as was suggested by Clément, et al. (in press), that an "instrumental orientation" does not exist as a cognitive entity among francophones learning English.

In general, it can be concluded that the majority of the scales are reliable for younger students and different settings. If it is assumed that some scales contain some items which are too difficult for the younger subjects to understand, reformulation of these items with easier vocabulary would be advisable when the test-battery is being administered to younger subjects. Stern, Swain, McLean, Friedman, Harley and Lapkin (1976)

have already noted the difficulties related to the administration of this type of test to young anglophone children.

Relationship Among the Attitude and Achievement Variables

Before conducting the factor analysis, the effects of the different amounts of exposure to English (grade seven vs. eight) were eliminated by first standardizing scores on all tests within each grade level before combining the two samples to compute the correlation matrix. A factor analysis was then computed on all variables except variable 30 in order to study the relationship between attitudes towards English and achievement in English.

Correlation coefficients were computed among all of the first 29 variables presented in the method section.[2] The entire correlation matrix was factor analysed by means of a principal axis solution with the highest absolute correlation for each variable serving as its communality estimate. Three factors were extracted with eigenvalues greater than 1.0. This matrix was rotated by means of the varimax solution (see Table 2).

Insert Table 2 About Here

Table 2 presents the rotated factor matrix. Factor I receives appreciable loadings (greater than ±.30) from 18 of the 29 variables. The combination of these variables suggests that students with a positive attitude toward learning English (variable 8) show a high degree of integrativeness (variable 5) and are highly motivated to learn English (variables 18 and 19). These students also tend to perceive their parents as a source of encouragement to learn English (variable 7), find their English course useful, interesting, and easy (variables 12, 11, and 13 respectively) and evaluate it positively (variable 10). Along with having positive attitudes towards English Canadians (variable 3), they also state that they have an interest in foreign languages (variable 4). They evaluate their teachers positively (variable 14), find them competent (variable 15), inspiring (variable 17) and have a good rapport with them (variable 16). Finally, this pattern is more characteristic of females than of males (variable 1).

Since the composition of this factor suggests a relationship between motivational indices and attitudes toward learning other languages and in particular English as well as attitudes toward the second language community, the English teacher and aspects of the course, it seems best identified as an Integrative Motive factor. Although marginal loadings are obtained from two indices of English achievement (variables 26 and 29), it should be noted that the Integrative Motive factor is not strongly associated with achievement in English.

Factor II receives appreciable loadings from 15 of the 29 variables. Inspection of Table 2 shows that those students who perceive themselves as being relatively competent in English (variables 22, 23, 24, 25) and report frequent use of English (variable 21) tend not to be anxious when they speak English in real life situations (variable 9) or in the English class (variable 2). These students are interested in their English course (variable 11), evaluate it positively (variable 10) and do not find it difficult (variable 13). Their teachers rate their verbal ability highly (variable 27) and perceive the students as enthusiastic about using English (variable 28). Finally, these students exhibit a desire to learn English (variable 19), state that their parents encourage them to do so (variable 7), and have favorable attitudes toward English Canadians (variable 3). This second factor seems best described as a Self-confidence with English factor because it combines a high self-perception of possessing several skills in English with low anxiety in using English in real life situations as well as in the classroom. Such Self-confidence, it should be noted, is associated with high teacher ratings of achievement in speaking English and in enthusiasm to use English, but not to written English skills.

Factor III receives high loadings from 13 of the 29 variables. This group receives high teacher ratings on their ability to write and speak English (variables 26 and 27) as well as on their enthusiasm to use the English language (variable 28). They also tend to obtain good grades in English (variable 29), evaluate their English teacher positively (variable 14), perceive the teacher as a source of inspiration (variable 17). They also evaluate themselves as being good in reading English (variable 18), evaluate the English course positively (variable 10), find it easy (variable 13) and useful (variable 12). Because this factor is characterized by high loadings from English achievement scores defined either by teacher ratings or self ratings it is best described as an English Achievement dimension.

The factor analytic evidence reported above substantiates the results obtained by Gardner and Smythe (1975) in an anglophone setting and those obtained by Clément, et al. (1976) with francophones from Montreal. As was the case for these studies, the composition of factor I in the present study supports the contention that the individual's motivation to learn a second language is related to his attitude toward the second language community and his willingness to become like valued members of that community. This configuration has previously been referred to as an Integrative Motive.

The results of the Clément, et al. (1976) study differed from those obtained with anglophone samples in that the francophone's motivation to learn English was also found to be associated

with prior experience with English and a lack of anxiety when using the language (i.e., a "self-confidence" factor). This factor was also related to achievement in the second language. Similar results were obtained in the present study suggesting that another motivational component is important in the acquisition of English by francophones. Moreover, these results suggest a causal link between the self-confidence and Integrative Motive dimensions. Seven variables are common to the two factors indicating that although the factors are independent, they have a common underlying foundation. One of these variables is the frequency with which students make use of English outside the classroom. The relation of this variable to the Integrative Motive is consistent with previous research on inter-ethnic contact (i.e., Clément, Gardner & Smythe, 1975) elements on the Integrative Motive and reported contact in bicultural excursions programs. To the extent that inter-ethnic contact is a positive, rewarding experience, a lack of anxiety and increased feelings of self-confidence in one's own proficiency in the second language should result. The Integrative Motive can, therefore, be seen as an antecedent to the self-confidence motivational dimension. Because the qualitative aspects of contact will condition the individual's self-confidence with English, however, this latter motivational dimension would be independent of the Integrative Motive. It should be noted, that non-recursiveness is not assumed in this interpretation. Self-confidence might lead to positive attitudes toward the second language speaking group which could, in turn, influence the Integrative Motive in a recursive manner.

In summary, both the Integrative Motive and the self-confidence motivation dimensions appear to be important in the acquisition of English by francophones. While these two motivational dimensions might have a common foundation they are best conceived as representing two independent motivational processes. The Integrative Motive reflects an attitudinal predisposition on the part of the individual which motivates him to learn a second language in order to facilitate interaction with members of the second language community. The self-confidence dimension appears to develop from interaction with members of the other community wherein reinforcements for second language use are received. The self-confidence dimension would thus be expected to relate primarily to oral/aural skills, which was the case in this study. Although there was a clear relationship between the self-confidence dimension and second language achievement, indices of second language achievement did not contribute to the Integrative Motive factor. Similar results were reported, also for francophone students, by Clément, et al. (1975) suggesting possibly that for such samples the Integrative Motive may be related more directly to intergroup interaction than to second language achievement. Previous explanations (Gardner and Smythe, 1975) of the functional significance of the Integrative Motive to second language acquisition have posited that it is important to second language achievement because it motivates the individual to enter into situations where second

language skills can be developed. The present results support this interpretation but suggest that the self-confidence which results from such experiences more directly mediates achievement.

Comparison of the Students on a Self-report of Context of English Acquisition

A secondary aim of the present study was to assess attitudinal differences resulting from different contexts of second language acquisition. A multiple choice item was used in order to determine where the subjects felt that they primarily learned English. The subjects were given a choice of three answers; at school (group 1), at home (group 2) and with friends (group 3). Group 1 contained 87 subjects, group 2 contained 18 and group 3 contained 10 (five students did not answer the question). The inequality of the sample sizes, if taken at face value, suggests that many francophone students feel that they acquire their second language in the school setting. Other explanations are possible, however, and any results obtained with this question must be considered suggestive, at best.

A series of one-way analyses of variance were performed comparing these three groups on the various attitude and achievement measures.[3] In 19 of the 27 tests performed there were no significant effects obtained. The groups did not differ significantly on any of the attitudinal scales, suggesting that second language acquisition context does not affect attitudes.

Insert Table 3 About Here

Significant effects were obtained on eight variables (English Class Anxiety, English Use Anxiety, Difficulty of English Course, Frequency of Use, Self-rating (comprehension), Self-rating (reading), Self-rating (speaking) and Teacher rating (speaking)) (see Table 3) and *a posteriori* Scheffé comparisons were made. Significant differences were obtained between group 1 (school) and group 2 (home) on all measures listed above except one (English Class Anxiety). Those students who reported learning English at home, in contrast with those who learned it at school, perceived the English course as easier, reported more use of English, had a more positive self-rating on comprehension, reading and speaking of English, and were rated by their teachers as more fluent when speaking English. Groups 1 (school) and 3 (friends) differed significantly on three variables. Those who learned English with friends tended to report less anxiety in the classroom and in real life situations, and more frequent use of English outside the classroom than those who learned English primarily at school. None of the differences between groups 2 and 3 were significant.

All of the variables for which significant effects were obtained contributed to the self-confidence factor described in the previous section. Thus, it might be reasonably concluded that language acquisition contexts influence many aspects of self confidence with the second language, with "school learning" being the most detrimental to such self confidence.

Conclusion

In conclusion, the results of the present study replicate and extend the results obtained by Gardner and Smythe (1975) and Clément, et al. (in press). With respect to the internal consistency of the scales, the present results suggest that most of the scales adapted by Clément, et al. (in press) from the English version of the Gardner and Smythe (1975) attitude/motivation battery are reliable when applied to an Ontario francophone population. Furthermore, since the original validation study (Clément, et al., in press) was conducted on grade 10 and 11 students, the present results suggest that the scales are also valid indicators of the attitudes and motivation of a younger population. The scales failing to meet satisfactory levels of internal consistency should be cross-checked with another sample. If these scales consistently prove to be unreliable, reformulation of the items to make them easier to understand for younger individuals should precede their dismissal.

The factor analytic results reported above also have implications for the framework proposed by Gardner and his collaborators. This study of francophones from Ontario learning English as a second language further substantiated the conclusion that the "Integrative Motive" is an important component of the individual's motivation to learn a second language. The findings reported above also reinforced Clément, et al.'s (1976) conclusion that an additional motivational dimension might be present among francophones learning English. This dimension is best described as a "self-confidence with English" dimension and appears to depend upon the individual's prior experience with English. At this point, it seems that the two motivational dimensions might be causally related, although independent with the "Integrative Motive" fostering contact with the second language speaking group and the outcome of this contact determining the individual's self-confidence with the language and further motivation to learn it.

A secondary aim of the present study was to assess the effect of various language learning contexts on the individual's attitude, motivation and proficiency in English. Language acquisition context does seem to have some relation to achievement in a second language, self-ratings of proficiency and anxiety when using the language. Students learning English primarily at home evidenced greater teacher-rated proficiency, greater self-ratings of proficiency, and less anxiety when speaking the language, than students who learned primarily in school. Context of English acquisition does not seem to have an effect on attitudes or motivation as measured by the questionnaire used in this investigation.

Footnotes

[2]All correlations are Pearson Product moment correlations except for those involving variables 1 and 20. These latter two variables are dichotomous measures, hence their correlations with the remaining variables are point biserial coefficients, while the correlation between variables 1 and 20 is a phi coefficient.

[3]These analyses were performed on scores which were standardized within grade level. The standard scores were multiplied by 10 and a constant of 200 was added so that for each grade, the mean was 200 and the standard deviation was 10.

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Table 1

Internal Consistency (Kuder-Richardson/20) Reliability Coefficients

	Grade 7	Grade 8	(from Clément et al., in press) Grade 10
Likert Scales			
English Class Anxiety	.81	.84	.82
Attitudes toward English Canadians	.77	.88	.88
Interest in Foreign Languages	.79	.82	.86
Integrativeness	.74	.59	.79
Instrumentality	.65	.35	.45
Parental Encouragement	.76	.81	.90
Attitudes toward learning English	.77	.86	.89
English Use Anxiety	.66	.82	.60
Semantic Differential Scales			
English Course - Evaluation	.81	.91	.93
English Course - Interest	.74	.82	.93
English Course - Utility	.70	.76	.89
English Course - Difficulty	.77	.84	.93
English Teacher - Evaluation	.80	.93	.86
English Teacher - Competence	.82	.86	.86
English Teacher - Rapport	.49	.71	.72
English Teacher - Inspiration	.66	.81	.48
Multiple Choice Scales			
Motivational Intensity	.71	.77	.78
Desire to Learn English	.77	.86	.81
Frequency of Use	.78	.88	not used

Table 2

Varimax Rotated Factor Matrix

	Variables	I	II	III
1.	Sex	.37	-.14	.15
2.	English Class Anxiety	.17	-.65	-.27
3.	Attitudes toward English Canadians	.68	.31	-.08
4.	Interest in Foreign Languages	.67	.16	.14
5.	Integrativeness	.77	.07	.06
6.	Instrumentality	.63	-.10	-.03
7.	Parental Encouragement	.69	-.16	-.13
8.	Attitudes toward Learning English	.72	.32	.22
9.	English Use Anxiety	-.05	-.74	.03
10.	English Course - Evaluation	.69	.39	.30
11.	English Course - Interest	.54	.43	.21
12.	English Course - Utility	.69	.21	.30
13.	English Course - Difficulty	-.43	-.48	-.30
14.	English Teacher - Evaluation	.66	.03	.57
15.	English Teacher - Competence	.64	.03	.45
16.	English Teacher - Rapport	.47	.07	.59
17.	English Teacher - Inspiration	.61	.07	.54
18.	Motivational Intensity	.64	.28	.32
19.	Desire to Learn English	.71	.39	.24
20.	Orientation Index	.02	-.06	-.19
21.	Frequency of Use	.51	.51	.19
22.	Self-rating - Writing	.12	.65	.16
23.	Self-rating - Understanding	.19	.72	.18
24.	Self-rating - Reading	.15	.65	.33
25.	Self-rating - Speaking	.08	.84	.08
26.	Teacher rating - Writing	.23	.14	.72
27.	Teacher rating - Speaking	.05	.46	.72
28.	Teacher rating - Enthusiasm	.09	.41	.67
29.	Grades in English	.24	.10	.69

Table 3

Mean Attitude and Motivation as a Function of Context of Acquisition

Variables	School(1)	Home(2)	Friend(3)	F	Scheffé Tests	
1. English Class Anxiety	201.49	197.17	192.40	4.61*	1 vs 2 1 vs 3 2 vs 3	2.81 7.46* 1.47
2. Attitudes toward English Canadians	199.26	202.67	202.70	1.22		
3. Interest in Foreign Languages	199.90	201.94	202.80	.67		
4. Integrativeness	199.92	202.39	196.40	1.21		
5. Instrumentality	199.91	200.94	199.90	.08		
6. Parental Encouragement	200.31	199.94	199.00	.08		
7. Attitudes toward Learning English	200.17	200.67	203.20	.41		
8. English Use Anxiety	202.24	192.89	193.50	10.04**	1 vs 2 1 vs 3 2 vs 3	14.81** 7.78* .03
9. English Course - Evaluation	199.41	200.67	205.60	1.78		
10. English Course - Interest	199.85	201.72	203.20	.71		
11. English Course - Utility	200.05	199.83	201.90	.17		
12. English Course - Difficulty	201.43	194.56	195.40	4.69*	1 vs 2 1 vs 3 2 vs 3	7.20* 3.33 .05
13. English Teacher - Evaluation	200.72	199.24	198.00	.42		
14. English Teacher - Competence	200.98	198.76	198.60	.56		
15. English Teacher - Rapport	200.95	199.24	196.30	1.03		
16. English Teacher - Inspiration	200.60	199.65	200.20	.07		

Variables	School(1)	Home(2)	Friend(3)	F	Scheffé Tests	
17. Motivational Intensity	199.80	202.67	203.10	1.00		
18. Desire to Learn English	199.46	203.33	203.20	1.59		
19. Frequency of Use	199.79	207.33	206.00	9.81**	1 vs 2 1 vs 3 2 vs 3	15.21** 6.77* .13
20. Self-rating - Writing	198.64	204.67	200.20	2.84		
21. Self-rating - Understanding	197.60	208.39	202.90	10.82**	1 vs 2 1 vs 3 2 vs 3	20.36** 2.96 2.27
22. Self-rating - Reading	198.18	207.83	201.60	7.46**	1 vs 2 1 vs 3 2 vs 3	14.62** 1.10 2.63
23. Self-rating - Speaking	197.61	208.11	202.80	11.10**	1 vs 2 1 vs 3 2 vs 3	20.87** 3.07 2.30
24. Teacher rating - Writing	200.33	202.22	199.90	.29		
25. Teacher rating - Speaking	198.85	206.39	205.90	6.27**	1 vs 2 1 vs 3 2 vs 3	9.24* 4.86 .02
26. Teacher rating - Enthusiasm	199.45	203.67	202.70	1.65		
27. Grades in English	200.75	203.11	199.20	.67		

* $p < .05$

** $p < .01$